DOCUMENT RESUME

ED 319 962 CE 054 924

TITLE Volunteers in Adult Education. Practices Used by Volunteers in ABE and Literacy Programs.

INSTITUTION Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

PUB DATE 90

NOTE 17p.

PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adult Basic Education; *Adult Literacy; Classroom Techniques; Educational Resources; Family Influence; Family Involvement; Intergenerational Programs; *Literacy Education; Models; Newspapers; Parent Education; Parent Participation; Preschool Education; Program Descriptions; Program Effectiveness; *Program Implementation; Teaching Methods; *Tutoring; Tutors; *Volunteers

ABSTRACT

This guide describes various tutoring methods and supportive roles performed by volunteers in adult literacy programs. The practices described usually complement instruction in adult education and literacy classes as well as expand the delivery system of programs and services to the adult learner. The 25 practices described are grouped under the headings of "Tutoring" and "Volunteers in Supportive Roles." Practices include vocabulary expansion, semantic maps, risk-taking activities, newspapers in education, workplace vocabulary development, speakers' bureaus, family literacy, fundraising, story corner, and swim-a-long. Each program description includes a topic; summary of the practice; and name, address, and telephone number of the contributor. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319962

VOLUNTEERS IN ADULT EDUCATION

PRACTICES USED BY VOLUNTEERS IN ABE AND LITERACY PROGRAMS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy
Washington, D.C. 20202-7240

CE054924

BEST COPY AVAILABLE

Introduction

Because a high interests has been expressed by the adult education field in the use of volunteers in adult literacy, we have asked States to share some of their practices with us. For the purpose of this paper, "practices" refers to various tutoring methods and supportive roles performed by volunteers as identified by category. The practices described usually complement instruction in adult education and literacy classes as well as expand the delivery system of programs and services to the adult learner.

If there are practices that you would like to add to this list, please send them to:

Mary W. Seibles
U.S. Department of Education
Division of Adult Education
and Literacy
400 Maryland Avenue, S.W.
Mary E. Switzer Building, Room 4428
Washington, D.C. 20202-7240

BEST COPY AVAILABLE

TUTORING

TOPIC : **Learning Classroom Vocabulary Practice Commands (Beginners ESL)**

PRACTICE : Write vocabulary words which are to be taught on index cards (such as: table, chair, paper, pencil, etc.) Give each student one or two cards. Have students go around classroom and tape the cards on the object they represent. When everyone has finished, have each student look around the room and indicate which word is his or hers. Have entire class repeat words and make sure they can match each word to the physical object.

CONTRIBUTOR: Celia Wiehe and David Bryden
Program Directors
SED Center
1840 Kalorama Road, N.W.
Washington, D.C. 20009
(202) 462-8848

TOPIC : **Vocabulary Development Through Semantic Maps**

PRACTICE : Instructor chooses a key word and lists it on the board. Students write it on their maps. Students are asked to suggest terms associated with the key word. The instructor writes the suggested terms on the board and includes any target words that students do not suggest. A star should be placed by target words. Students should copy all starred words on their maps plus others they like. Elicit words from students and write them in related groupings on the board. After 3 or 4 words are listed in a group, decide on a category label and write it above the list.

CONTRIBUTOR: Joan Johnson
Adult Literacy Director
South Georgia Technical Institute
P.O. Box 1088
Americus, GA 31709
(912) 928-0283

TOPIC : **Vocabulary Game (Password)**

PRACTICE : Password involves at least two teams with two people per team and a box of prepared cards. One person draws a card and gives clues to help the other person on that team identify the word. Allow 30 seconds for a turn. Clues and guesses must be given alternately. If a word is identified during the first turn, a token is given to the team. If not, other teams get a chance without having the clues repeated. This rule keeps everyone actively listening because two tokens are given at this level. If no one can guess the word, the next team gives clues for 30 seconds and receives two tokens for a correct guess. If that team fails to identify the word, three tokens are given to anyone who knows the word based on clues already given. If no one knows, the answer is given and a new card is drawn. Acceptable words must be used from science, social studies, and so on. Materials needed are a box of words, a timer, and tokens.

CONTRIBUTOR: Joann Johnson, Adult Literacy Director
South Georgia Technical Institute
P.O. Box 1088
Americus, GA 31709
(912) 928-0283

TOPIC : **Duet Reading**

PRACTICE : This has been adapted for the intermediate level from Laubach materials. The material has been used very successfully with older students resulting in a possible gain of 2.2 grade levels over a six week period (7 1/2 hour of instruction).

Help the student select reading he/she is interested in which is 2-3 grade levels above his/her current reading level. The student and tutor read together aloud while the tutor draws his/her finger below the line being read. The tutor reads at a normal rate of speed and the student reads as much as he can.

This is especially good so students can hear what a normal reading rate sounds like. It also challenges them. As the student's vocabulary increases, he/she can work on speed. If the student becomes frustrated, try a slightly lower level book.

CONTRIBUTOR: Laura Hemmes, Literacy Coordinator
Hawkeye Institute of Technology
P.O. Box 8015
Waterloo, IA 50704
(319) 234-5745

TOPIC : **Readiness: Prime-O-Tec**

PRACTICE : The purpose of this activity is to model good reading techniques and to increase sight vocabulary. This method is used for all ages of adults at any reading level. This method is a read along activity in which the learner reads a story that has been taped by the instructor. The learner chooses the material he or she wishes to have taped, even though it may be above his or her reading level. Then the instructor records the story, reading at a slightly slower than normal rate. The learner then listens to the tape and follows along in the book, moving his or her finger under each word. After doing this a few times, the learner reads aloud with the tape. If the learner does not know a word, he/she says it right after the instructor does on the tape. When the learner feels comfortable with the story, he/she reads it aloud to the instructor. After this, the instructor randomly points to individual words, making sure the learner has not simply memorized the story.

With Prime-O-Tec, interest compensates for ability, the learner is able to read material that, using other approaches, he/she may not have been able to read. (Source: Journal of reading, March 1982 pp.512-515, Valarie Myers, developed by William C. Jordan and Adapted from R.G. Reckelman's Neurological Impress Methods.)

CONTRIBUTOR: Joan Rourke
ABE Department Head
Indian Hills Community College
525 Grandview
Ottumwa, IA 52501
(515) 683-5111

TOPIC : **Readiness: Risk-Taking Activity**

PRACTICE : This activity is to encourage readers at all ages with low reading levels to take risks by making predictions, or guesses, as they read. First, give the student a popular advertisement which has been cut or torn into five or six pieces. Then, as the

instructor gives the student each piece of the cut or torn paper, encourage him or her to guess what the ad is. Explain that the brain can figure out a lot if given a chance. Correlate that it is not necessary to labor over every sound to figure out a word or every word to figure out a passage.

Encourage the student to read all and figure out what they can--the rest will then become much easier to read. (Source: Literacy Prescription Workshop, Myers and Reefe, Spring 1988.)

CONTRIBUTOR: Joan Rourke
ABE Department Head
Indian Hills Community College
525 Grandview
Ottumwa, IA 52501
(515) 683-5111

TOPIC : **Writing of Personal Stories**

PRACTICE : Student dictates sentences to the tutor creating a story about him or herself. If the student is at a high enough level he/she can also read the story alone. Not only is the student putting his/her own thoughts down on paper in a form he/she can read, it is also a wonderful history for the family and other students.

One of the adult basic education teachers, Barbara Bir, has compiled a series of these stories into a book entitled Listen My Children. The book has been published and is being enjoyed by people in the area. Some of the stories may be included in this year's National Storytellers Festival.

CONTRIBUTOR: Laura Hemmes
Literacy Coordinator
Hawkeye Institute of Technology
P.O. Box 8015
Waterloo, IA 50704
(319) 234-5745

TOPIC : **National Issues Forum Discussion Groups**

PRACTICE : The Michigan Adult Literacy Initiative, Michigan Department of Education, Adult Extended Services is using the Kettering Foundation's National Issues Forum Literacy Program to broaden the learning experiences of students in Volunteer Literacy and Adult Basic Education programs. The program features three key political issues each year.

Issue booklets are provided that cover background information and policy choices for each issue. The booklets are written in lower reading levels for literacy students. Staff from volunteer groups and Adult Basic Education programs are trained to moderate study groups and issue forum discussion sessions. Tutors and teachers use the booklets and video tapes with students to learn about the issue and for participating in a study group or issue forum.

Staff convene students and tutors into study or discussion groups. Students broaden their involvement with public policy issues as well as learn to interact with their reading material and express their views about what they read.

CONTRIBUTOR: Virginia Watson, NIF State Trainer
Alpena-Montmorency-Alcona I.S.D.
1691 M-32 West
Alpena, MI 49707
(517) 354-3101

TOPIC : **NEWSPAPER IN EDUCATION (NIE)**

PRACTICE : The Newspaper in Education Department of the Altoona Mirror provides informative workshops to assist tutors in using the newspaper in tutoring sessions. Suggestions for using the newspaper are as follows:

- Use maps to locate local cities then practice their spelling. Have students find articles written from or concerning these cities. Search for names of other cities in the States and in the United States. Practice spelling these names. The student can also search for international names and locations.

- Explain the terms: ear, flag, and hammer, and show their location in the newspaper. Have students read the date and weather report on the front page. Have them read the headlines on the front page and circle all action words in the headlines.

- A lead is the first paragraph in each article. Discuss the who, what, when, where in the different leads.

- Have the student use grocery ads to help compare items and the classified ads to compare used and new items.

- Discuss freedom of the press with students.

CONTRIBUTOR: Carole Holes, Coordinator
Blair County Literacy Council
Altoona Area Public Library
Altoona, PA 16602
(514) 946-0417

TOPIC : **Phonic: Use of a Phonic Wheel**

PRACTICE : A phonic wheel is a cardboard device which gives practice in sounding out words. There are many variations to this device which can be useful for beginning readers. The student simply sounds out each word and then moves the inner piece to the next group of letters to form a new word.

CONTRIBUTOR: Donald G. Block, Coordinator
Greater Pittsburgh Literacy Council
5920 Kirkwood Street
Pittsburgh, PA 15206
(412) 661-7325

TOPIC : **Reading Fluency and Comprehension**

PRACTICE : This practice is a language experience approach. The idea is to deal with day to day experiences of adult learners. The approach gives the learners a reading text which is drawn from his own experience and from his own oral language.

First, the instructor who is often a volunteer, suggests a topic for discussion. As the student dictates a story of this topic, the instructor writes it down exactly as it is spoken. For a beginning reader, the story should be only four or five sentences in length. The learner then practices reading the text aloud after the instructor reads it. He works up to the point where he can read the text fluently on his own.

A tape recorder, rather than take down the students' dictation, may be used. A student should receive a typed copy of the story to read and take home.

CONTRIBUTOR: Donald G. Block, Coordinator
Greater Pittsburgh Literacy Council
5920 Kirkwood Street
Pittsburgh, PA 15206
(412) 661-7323

TOPIC : **Rungs on the Learning Ladder**

PRACTICE : A job manual is necessarily specific to the job promotion. The learner may copy and re-copy material to become familiar with new words that will occur. A training class is held which applies the Laubach methods to the job manual. At first Duet Reading is helpful then have students read the manual giving any help necessary. Use manual for homework, asking specific questions to be answered.

The practice was created to enable low level learners to advance their employment status and increase their hourly wages. This method has proven to be very successful. The Laubach method is applied to everyday materials needed to enhance the employment status of the learner.

- At the next tutoring session, go over questions and manual. Repeat as necessary until learners feel they are ready to take placement tests for employment or advancement.

CONTRIBUTOR: Marilyn Porter, Project Coordinator
Box 277
Montrose, PA 18801
(717) 278-9027

TOPIC : **Using the Sunday Comics to Teach Reading Comprehension and Writing Skills**

PRACTICE : This activity is for beginning or intermediate level students. First, provide a xeroxed copy of a Sunday comic for each student. "Dagwood," "Dennis the Menace," "Garfield," "The Family Circus," and "Gasoline Alley" are good ones to use. With beginning students, the next step is helping them read and understand the basic point of the comic. Comprehension questions may be developed for use either in group discussion or in student writing exercises. It is best to use open-ended questions that require a broad explanation to answer. In addition, questions concerning words

and usage can be devised. Students may be asked to list all contractions, identify punctuation marks, change tenses of verbs, or find compound words. For a somewhat more advanced activity, provide xeroxed copies of a comic with the words "whitened out." Ask the students to write in their own dialogue for the characters.

CONTRIBUTOR: Bette Hinkle
Project Coordinator
Volunteer Learning Program
3976 Chain Bridge Road
Fairfax, VA 22030
(703) 246-2139

TOPIC : Workplace Vocabulary Development

PRACTICE : This activity is for beginning or intermediate level students. Ask students to bring in lists of words seen in their daily work activities, for example, traffic and road signs encountered by truck drivers and construction workers. List all the words on the board to create a master list and ask students to copy into their notebooks. Beginning students may then learn individual words by making flash cards and using words in simple sentences, eventually combining the sentences into paragraphs. Many other activities can be devised, such as writing each noun in both singular and plural or forming the past, present, and future tense of each verb. These activities are most effective when students work together in small groups, and whenever possible, share their sentences and paragraphs with the entire class.

CONTRIBUTOR: Bette Hinkle
Project Director
Volunteer Learning Program
3976 Chain Bridge Road
Fairfax, VA 22030
(703) 246-2139

VOLUNTEERS IN SUPPORTIVE ROLES

TOPIC : **ABE Speakers' Bureau**

PRACTICE : The Tuscanora Intermediate Unit (TIU) Center has established an ABE Speakers' Bureau made up of ABE students, GED Alumni, and other adult program graduates. After completing a 15 hour public speaking course, the participating speakers make presentations on a wide variety of topics. Speakers compose their own speeches describing their adult education experiences and the resulting changes in their lives. Presentations are made to groups such as: Head Start programs, the Women, Infants, and Children (WIC) programs, Human Resource Councils, Daughters of the American Revolution (DAR) programs, senior citizen centers, dropout prevention programs, teen pregnancy programs, mental health organizations, drug and alcohol groups, Rotary Clubs, and job service groups. As a result of the Speakers' Bureau, the TIU Adult Education Center has a waiting list.

The student speakers give tremendous amounts of time and energy to the project. When the one year project ends, the Speakers' Bureau members plan to continue to give presentations on their own.

CONTRIBUTOR: Carol Molek, Supervisor
T.I.U. Adult Education Center
Juanita-Miffin Vo-Tech School
Pitt Street and Belle Vernon Avenue
Lewiston, PA 17044
(717) 248-4942

TOPIC : **Alternative Leadership Program (Rural)**

PRACTICE : The Central Susquehanna Intermediate Unit (I.U.) developed a tutor support system for the Susquehanna Valley Adult Literacy Cooperative in a five county, predominantly rural region. The I.U. recruited and trained six tutors to each monitor and supervised 5 to 10 tutoring relationships. The alternative tutors are available by telephone and devote up to ten hours per week to inquire, listen, and suggest. They then report the results to the Cooperative's coordinator at least once every month. Progress of students and other

factors will be compared for those students and tutors receiving support and those without such additional support.

CONTRIBUTOR: JoAnn Lawer, Coordinator
Central Susquehanna Intermediate, Unit 16
P.O. Box 213
Lewisburg, PA 17837
(717) 523-1155

TOPIC : "Catch 'em in the Cradle"

PRACTICE : The Minnesota Literacy Council implemented a volunteer outreach project to involve new parents. A "new parent literacy kit" was designed by volunteers to develop adult literacy awareness. Each new baby at the local hospitals receives a 12-month lap-shoulder T-shirt with a literacy sign printed on the front. The parent also receives a little tip book on how to build pre-reading activities into their play with baby and how to start their child off with a love of books and reading.

CONTRIBUTOR: Don Wasgko, Coordinator
Minnesota Literacy Council
475 Cleveland Avenue, Suite 303
St. Paul, MN 55104
(612) 645-2277

TOPIC : Family Readings for Literacy Week

PRACTICE : The purpose of this three-day activity is to make the public aware of the problem of low-level learners. This activity is done by involving prominent members of the State and local communities. This is a way to involve the entire family in the quest for a more literate community.

A large centrally located hall for use in two areas of the county for a three-day weekend is needed. The local Clergy will be invited to take part in the ecumenical service which will launch the weekend activities. Members of respective congregations will be encouraged to attend. Invitations will also be sent to schools to invite administrators and faculty, local clubs and organizations, as well as State and local government officials.

The first day and the second day will consist of ecumenical services, drama, story and hours for children. Distribution of items emphasizing

literacy and sign up sheets to volunteer for the council are special features of the event.

The third day is set aside as recognition day for volunteer tutors' activities which will involve presentation of awards to volunteers, drama, blessing of volunteers, and discussion about the value of volunteers.

CONTRIBUTOR: Eleanor Highfield, Outreach Coordinator
Susquehanna County Volunteer Literacy Council
Box 277
Montrose, PA 18801
(717) 278-9027

TOPIC : Fundraiser - Garden Tour

PRACTICE : Volunteers In Training Adults (VITA) annual garden tour features three private gardens and estates showing opened to the public on the third Sunday in May. VITA volunteers assist in coordinating the event in numerous ways. The planning committee consists of staff, members of the volunteer Board of Directors, and members of the community who belong to local garden clubs. The honorary chairperson is usually an active garden club member or a professional in the field. Committee members, board members, and other volunteers contact local garden clubs and other civic groups to inform them of the event; contact local businesses for contributory ads in the tour book; sell tickets; and distribute posters throughout the county to advertise the event. Garden members serve as hosts, and board members sell tickets and direct parking at each site.

CONTRIBUTOR: Frances P. Stengel, Coordinator
Bucks County Literacy Council/VITA
Bucks County Literacy Center
8 East Court Street
Doylestown, PA 18901
(215) 345-8322

TOPIC : Literacy Bookplace Design Competition

PRACTICE : The activity is to encourage creative thinking about the problem of illiteracy. Adult literacy teachers and volunteers work with interested adult students to create a design illustrating the joy of reading and the rewards of literacy. The competition is also open to Elementary 4,5 and 6th grade students and Senior High school students

10, 11 and 12th graders. All selected entries will be sent to UNESCO, Assn./USA, Inc., Oakland CA with entry fee $1.00. UNESCO medals will be awarded the top entries in each division. Second and third place awards and honorable mention awards will be conferred in each division. These awards will include books and bookplates (UNESCO Assn/USA, Inc. 1988).

CONTRIBUTOR: Don Wasgko, Coordinator
Minnesota Literacy Council
475 Cleveland Avenue, Suite 303
St. Paul, MN 55104
(612) 645-2277

TOPIC : Job Readiness

PRACTICE : The Job Center is the major single point within the community in which individuals receive comprehension employment assistance. The Center offers a wide array of employment, educational training, rehabilitation, welfare, and other support services.

Trained tutors are available as on-site participants at the Center to encourage recruitment of students to ABE programs and give on-site referral to students. Tutors are also available to help the students complete job applications and resumes and prepare for job interviews.

CONTRIBUTOR: Carole Hales, Coordinator
Blair County Literacy Council
Altoona Area Public Library
1600 5th Avenue
Altoona, PA 16602
(814) 946-0417

TOPIC : Showing To Tell (Improve Theatre)

PRACTICE : Improvisational Theatre allows the program to illustrate every day problems encountered by the functionally illiterate adult. Tutors prepare a list of problems to develop skits, using student input. A number of skits are prepared so they can be enacted at a moments notice. These are practiced before being performed for the public. If there are not enough members of the group to present, then a videotape may be used (optional items - Camcorder, VCR, Television set or videotape player).

CONTRIBUTOR: Eleanor Highfield, Outreach Coordinator
Box 277
Montrose, PA 18801
(717) 278-9027

TOPIC : "Story Corner"

PRACTICE : A "Story Corner" is manned by volunteer literacy tutor to promote reading and to recruit additional volunteers. The approach is to read stories to children during a two day quilt show sponsored by a local library. Volunteers take one-hour shifts during the two-day quilt show. The sponsors of the show provide a story corner decorated with a bookcase, rocking chair, and quilts for reading to children while their parents attend the quilting show. Brochures and flyers are available to the public which describe the Literacy Program.

CONTRIBUTOR: Sherry Spencer, Program Director
Bradford-Wyoming Co. Literacy Program
Bradford County Literacy
R.D. #3
Troy, PA 16947
(717) 297-3375

TOPIC : SWIM-A-LONG

PRACTICE : The Swim-a-Long is coordinated by a member of the volunteer Board of Directors who contacts area businesses and other interested persons about forming swim teams or swimming individually at the local YMCA and County Community College. These volunteer swimmers obtain pledges for each lap they swim. They swim at their convenience during the Swim-a-Long Week and have their laps validated by the attending lifeguard. The pledges are then collected.

CONTRIBUTOR: Frances P. Stengal, Coordinator
Bucks County Literacy Council/VITA
Bucks County Literacy Center
8 East Court Street
Doylestown, PA 18801
(215) 345-8322

TOPIC : Special "SOC" Projects (Volunteers Who Serve in Other Capacities)

PRACTICE :

- Professional laborers (electricians, construction workers, sign painters, etc.) and Vo-tech teachers voluntarily remodeled about 41,000 square feet of space donated to Adult Literacy Action by the local Mellon Bank so that office and training space will be available to the rapidly expanding program.

- Local businesses donated all necessary materials and equipment.

- Adult learners served as volunteers to organize a recruitment and public awareness campaign that is called PROJECT-PROJECT. They went door to door in Beaver County's low income housing projects letting people know about the program.

- Beaver County's American Association of University Women (AAUW) hosted an International Appreciation Event to honor English as a Second Language students for their efforts through Adult Literacy Action.

- Professional educators, counselors, and medical personnel provide expertise in learning disability assessment, teaching of supplemental classes, curriculum design for special needs, vision and auditory screening assessments.

- Occupational trade workers and a variety of community leaders share their expertise with students through demonstrative field trips, discussions, and mentorship opportunities.

CONTRIBUTOR: Nancy Wood, Director
Adult Literacy Action of
Penn State Beaver Campus
Broadhead Road
Movaca, PA 15061
(412) 773-3851

03-90